## A COURSE MODULE DESCRIPTOR FORM

(Course Book)

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| Module Information | | | |
| **Course Module Title** | Managing Information resource in public sector | | |
| **ناوە کۆرس مۆدیول** | بةريَوةبردني سيستةمي زانياري لةكةرتى طشتيدا | | |
| **عنوان الوحدة** | ادارة مورد المعلومات في قطاع العام | | |
| **Course Module Type** | On Campus | **Module Code** |  |
| **ECTS Credits** | 3 | **Module Level** | 4th Grade |
| **Semester of Delivery** | First Semester | **Dept. Code** | HA |
| **College (Code)** | A&E | | |
| **Module Website (CMW)** |  | | |
| **Module Leader (ML)** | Ronyaz Hayyas Mahmood | | |
| **e-mail** | ronyaz.hayyas@lfu.edu.krd | | |
| **ML Acad. Title** | Assistant Lecture | **ML Qualification** | Master |
| **ML ORCID** | <https://orcid.org/my-orcid?orcid=0000-0003-2657-5366> | | |
| **ML Google Scholar Acc.** | <https://scholar.google.com/citations?user=Jpcoek4AAAAJ&hl=en> | | |
| **Course Module Tutor** |  | | |
| **Module Tutor email** |  | | |
| **Date Approved** |  | **Version Number** |  |

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| Relation With Other Modules | |
| **Pre-requisites** | Students are expected to come early to the class and bring their note books and other relevant material for learning. They are expected to adhere with the classroom etiquettes. |
| Module Aims, Learning Outcomes and Indicative Contents | |
| Module Introductory Description | This subject addresses the Managing Information resource in public sector, the basic guidelines that public sectors and managers should follow to successfully steer employees towards a common goal.  The subject first justifies An overview of Managing Information resource in public sector and what are the different between Data and Information. It further discusses various topics such as An overview of Managing Information resource, Quality of Information, Information System for Decision Making and Information System In Global Business today, etc. It concludes with a topic Some terms in MIS (Artificial Intelligence, Expert Systems, Decision Support System (DSS), Enterprise resource planning (ERP).  It is primarily meant for all those students of Management who aspire to enter the corporate world. And it tries to equip students with the skills that must be available to successful managers. |
| Module Aims | The Management Information resource in general to introduce the student to the most important concepts, of Management Information resource used in the field of management and how to apply them. Therefore, the aim of teaching Management Information System can be summarized as follows:  1. Understood management Information resource, and distinguish among Data and Information.  2. Familiarity of what Quality Management is? What is the Dimension of Quality Management?  3. Understood desirable qualities of information.  4. Providing the student with the ethical, social, and political issues to apply basic Management Information resource in global.  5. Familiarize the student with challenges Management Information resource face in today’s increasingly competitive global environment. |
| Module  Learning Outcomes | At the end of course students should:   1. Understanding why are information systems so essential for running and managing a business today? 2. Define the impact of information systems on organizations. 3. Knowing the transforming of information systems business and what is their relationship to globalization? 4. Be familiar with the ethical, social, and political issues are raised by information systems. 5. Recognize information systems helps businesses use synergies, core competencies, and network-based strategies to achieve competitive advantage? 6. Be familiar with the features of organizations do managers need to know about to build and use information systems successfully. |
| Learning and Teaching Strategies | |
| **Strategies** | The study of Electronic management is a starting point in this Model for students of the Business Administration Department.  The methods used in teaching of management functions as divided into 2 parts: 1. Teacher centered approach / 2. Student centered approach.  1. Teacher centered approach: is whereby Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is my primary role to pass knowledge and information onto the students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.  2. Student centered approach: in this section teacher and the students play an equally active role in the learning process. My primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during my instruction. |

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| Module Delivery | |
| **Structured workload (h/w)** | 3 h/w |
| **Unstructured workload (h/w)** |  |
| **Total workload (h/w)** | 3 Hours |

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| Module Assessment | | | | |
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| Midterm Examination 25% | | | | |
| Assignments 15% | | | | |
| Final Examination 60% | | | | |
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| **Total** | 100% |  |  |  |

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| Learning and Teaching Resources | | |
|  | **Text** | **Available in the Library?** |
| **Required Texts** | 1. Kenneth, C., & Jane, P. (2014). *Management Information System Managing the Digital Firm, 13 ed.* UK: Pearson Education Limited. 2. Pooja. (2016). *Management Information System.* New Delhi/ India: EXCEL BOOKS PRIVATE LIMITED. 3. Sayles, N. B., & Laurayln, k.-B. (2021). *Introduction to Information Systems for Health Information Technology 3rd Edition.* Ahima press: Chicago. 4. Turban, E., Sharda, R., & Delen, D. (2011). *Decision Support and Business Intelligence Systems.* Person Education. |  |
| **Recommended Texts** |  |  |
| **Websites** |  | |

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| Delivery Plan (Syllabus) | |
| **Week** | **Material Covered** |
| **Week 1** | Chapter one:- An overview of Managing Information resource in public sector |
| **Week 2** | Chapter one:- An overview of Managing Information resource in public sector |
| **Week 3** | Chapter Two:- Quality of Information |
| **Week 4** | Chapter Two:- Quality of Information |
| **Week 5** | Chapter Three:-Management information resource in public sector Organization and Strategy |
| **Week 6** | Chapter Three:-Management information resource in public sector Organization and Strategy |
| **Week 7** | Chapter Four:- Information Technology for Decision Making |
| **Week 8** | Midterm |
| **Week 9** | Chapter Five: - Telecommunication and Internet. |
| **Week 10** | Chapter six:- Information Systems Security, legal and Ethical Issues. |
| **Week 11** | Chapter six:- Information Systems Security, legal and Ethical Issues. |
| **Week 12** | Chapter Seven:- Information System In Global public sector today. |
| **Week 13** | Chapter Seven:- Information System In Global public sector today. |
| **Week 14** | Chapter eight:- Some terms in Management information resource (BI, ES,DSS, ERP) |
| **Week 15** | Chapter eight:- Some terms in Management information resource (BI, ES,DSS, ERP) |
| **Week 16** | **Final Exam** |

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| Course Keywords |
| **Management Information System, Information System.** |

### APPENDIX: (Help and Information)

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| **Lebanese French UNIVERSITY** | | | | |
| **GRADING SCHEME** | | | | |
| **Group** | **ECTS Grade** | **% of Students/Marks** | **Definition** | **GPA** |
| **Success Group**  **(50 - 100)** | **A -** Excellent | Best 10% | Outstanding Performance | **5** |
| **B -** Very Good | Next 25% | Above average with some errors | **4** |
| **C -** Good | Next 30% | Sound work with notable errors | **3** |
| **D -** Satisfactory | Next 25% | Fair but with major shortcomings | **2** |
| **E -** Sufficient | Next 10% | Work meets minimum criteria | **1** |
| **Fail Group**  **(0 – 49)** | **FX –** Fail | (45-49) | More work required but credit awarded |  |
| **F –** Fail | (0-44) | Considerable amount of work required |  |
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| Note: | |  | |  |
| NB Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. KNU has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above. | | | | |

**Useful Resource:**

**Designing Learning, From module outline to effective teaching**

<https://www.sun.ac.za/english/faculty/arts/Documents/Designinglearning.pdf>